

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-1999

PM 704 Marriage and Family Counseling

Virginia Todd Holeman

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Holeman, Virginia Todd, "PM 704 Marriage and Family Counseling" (1999). *Syllabi*. Book 394.
<http://place.asburyseminary.edu/syllabi/394>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

Course Handbook & Syllabus
PM 704: Marriage and Family Counseling
Tuesday-Thursday, 1:00-2:15 p.m. - Stanger Hall 408

Asbury Theological Seminary

Spring 1999

Virginia Todd Holeman, Ph.D.
Office Hrs. by Appointment
606-858-2212

tholeman@asburyseminary.edu

A Letter to YOU!

Greetings and Salutations!

Welcome to PM 704: Marriage and Family Counseling. Together we will explore some of the ins and outs of family life. Hopefully, you will have a better idea of what kinds of things make marriages and families work well and what kinds of things hinder healthy functioning by the end of the class.

This course may make you think (I apologize for that). You will not have to memorize lists of things. You will not have to take objective tests. You will need to analyze, synthesize, integrate, and apply what you are learning to yourself and to case material. You will be experimenting with several different techniques. You will choose what things you want to do - in some measure - to obtain the grade that suits your fancy.

I have structured this course in two major parts: theoretical and practical. The first half of the course is "theory." Here you will meet such terms as triangles, non-anxious presence, the two-choice dilemma, and much more! Here we will wrestle with theological issues and we will let Scripture guide us as we interact with experience, tradition, and social science. In the second half of the course you will learn several marriage counseling techniques and you will practice them in class, and then with your volunteer "clients."

Two words of caution! First, this is not an extended therapy session. While therapeutic things may happen, it is not my intent to restructure your entire personality - or even any part of it! Second, please do not try to fix your family. While you may be right on target about something, your extended family (or immediate family for that matter) may not be ready to change. Please be respectful of them. Trust me, you will have enough to do just dealing with yourself.

Well, still game??? Ok, here we go.

Purpose of the Course

From the catalog:

Family systems theory provides a course framework for exploring marital and familial issues. Special emphasis is given to the role of the counselor. Procedures and techniques for both preventative and remedial interventions are investigated.

COURSE GOALS

By the end of this course you will be able to...

1. . . . conceptualize theological and biblical foundations for marriage and family life.
2. . . . identify key family systems concepts.
3. . . . analyze marital and family dynamics.
4. . . . apply intervention strategies to dysfunctional relationships.
5. . . . evaluate the meaning of family systems concepts for your own setting.

This course will introduce the basic concepts in marriage and family therapy to you, and equip you with basic systemic counseling skills [that's systemic not systematic]. We will give special emphasis to theological and biblical foundations for marriage and family processes. To quote Clark Pinnock: "Theologians and scientists both exegete God's world, which we have been given to study and appreciate." (Flame of Love, p. 65) The particular part of God's world that we want to exegete is the world of family relationships. To that end, we will be focusing on the relational truths of Scripture and the relational reality of marriages and families. Family systems theory, or systemic thinking, will give us valuable tools for this "exegesis."

Lexington Resources

B.L. Fisher Library

The holdings in our library for the social sciences are increasing every day. EBSCOHOST lets you print articles! And the library is working on getting the CD-ROM data base, PSYCHInfo. PSYCHInfo will give you references, not articles. ALSO you have access to **Inter-Library Loan** to obtain some of the material you may want to use. The key to using inter-library loan is to **START NOW** (yes, like after you are done reading this) to request material. You can get books and journal articles from other libraries. Cool.

UK Library

UK has a ton of stuff in their library that fits in with our course. The Education Library offers easy access to journals dealing with marriage and family issues.

V.A. Library Leestown Road

This is one of the area's best kept secrets. They have many journals to help you with your research paper. The best part of it is that many times our students have gotten the articles copied for free!

Your Friends

During part of this course you will have to practice what you are learning on "real people." I suggest that you set it up with a couple of your friends (either a married couple or a guy and gal) who would be willing to let you learn on them. Your job is not to fix them. Your job is to experience what it is like to introduce and guide someone through a counseling technique.

Required Texts

Friedman, E. H. (1985). *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford Press.

This is the foundation text for this course. You may find this challenging reading if family systems terms are new to you. Friedman's insights into the processes of family and church are worth the price of the book - especially chapters 8 & 9.

Guerin, P.J., Jr., Forgarty, T. F., Fay, L.F., Kautto, J. G. (1996). *Working with Relationship Triangles*. New York: Guilford Press.

Guerin, et al. adds some meat and bones to many of Friedman's principles. I found this book very engaging, and very practical!

Markman, H., Stanley, S. & Blumburg, S. (1994). *Fighting For Your Marriage*.

Research suggests that the most efficient way to prevent divorce is through sound, structured premarital counseling. The Christian PREP model equips couples with specific skills that, when practiced, will help couples fight for their marriage.

Class Packet. You will pay for this packet in the Pastoral Ministries Office. It contains all class handouts.

Course Packet of Readings. You buy this from the bookstore and it contains selected required readings for this class.

Optional Text

Publication Manual of the American Psychological Association, 4th Edition.

You can find copies of this in the PM office, BL Fisher Library, Asbury College Library, and you can buy your own copy from Cokesbury.

Conroy, P. (1986). *Prince of Tides*. New York: Bantam Books.

Feel free to view the movie to add to your understanding of the text, but don't replace the text with the film. Also feel free to skim read any sections that are disturbing to you (there is one violent scene and some immorality). I am also happy to negotiate another text. Keep in mind that your story must cover three generations of one family.

Recommended Texts

Worthington, E. L. (1989). *Marriage Counseling*. Downers Grove, IL: InterVarsity Press.

Worthington has done Christian counseling a wonderful service when he wrote this text.

Jacobson, N. & Gottman, J. (1998). *When Men Batter Women: New Insights into Ending Abusive Relationships*. New York: Simon & Schuster.

This new book has the latest research on domestic violence and is a "must read" for anyone who wants to work with couples and families. Domestic violence DOES happen in "good" Christian families.

Collins, G. (1995). *Family Shock: Keeping Families Strong in the Midst of Earthshaking Change*. Wheaton, IL: Tyndale House.

Don't let the reader-friendly nature lull you into thinking this is "light." Collins has masterfully summarized key family studies research, adding his own unique take on the book's contents. As other pastors have told me "this will preach."

Gottman, J. (1994). *Why Marriages Succeed or Fail*. New York: Simon & Schuster.

Gottman's research on marriages has helped us fine tune what we do. He'll bust some of your myths about what makes marriage work, and give you concrete tools for increasing the success of marriages with which you work.

McCullough, M., Sandage, S., & Worthington, E. L. (1997) *To Forgive Is Human*. Downers Grove, IL: InterVarsity Press.

Drawing on the best of the psychological studies related to forgiveness, McCullough, Sandage, and Worthington composed a useful book on the "how-tos" of forgiveness.

Papernow, P. L. (1993). *Becoming a Stepfamily: Patterns of Development in Remarried Families*. Jossey Bass.

Definitely a book for the counselor rather than the client. If you intend to work with stepfamilies (and who won't be) this book is for you!

Stanley, S. (1998). *The Heart of Commitment*. Nashville: Thomas Nelson Publishers.

Dr. Stanley's work is based on his love of the LORD and his years as a researcher on marital commitment. This is intended for couples – premarital and married. Add it to your arsenal.

Course Requirements

This semester you can "contract" for your grade range. Your final grade will also depend on the quality of your work. I have assigned a certain number of "points" to each requirement.

For a grade in the "C" range:

Complete all required reading and any additional reading to make a **total of 1200 pages** and submit your reading log. Complete all integration activities as assigned. Complete counseling practice activities & reflection. Points for C grade range: 571-600 = C+; 539-570 = C; 510-540 = C-.

For a grade in the "B" range:

Complete all "C" requirements. In addition, complete Individual Genogram. Points for B grades: 751-800 = B+; 741-750 = B; 601-740 = B-

For a grade in the "A" range:

Complete all "B" requirements. Points for A grades: 925 - 1000 = A; 801 - 924 = A-

To earn an "A" you have the choice of several options:

1. Write scholarly research paper on a topic of your choice related to marriage and family counseling.
2. Create a four-hour workshop for your church on a topic related to marriage and family therapy.
3. Analyze a fictional family (i.e., the WINGOS).

Detail of Course Requirements

1. Reading Log. Points 100 *Course goals: 1, 2, 3, 4, 5*

Due May 17, 1999 5:00 p.m.

I require a minimum of 1200 pages of reading for this course. Be sure to keep a log of your reading. Your log should include the title & author (books, journal articles) and **total** the number of pages you have read. Appropriate reading log material includes all required reading, anything from the "recommended reading list," and reading you do for your individual research paper or workshop. It does not include the story "Prince of Tides."

2. Integration Activities. Points 200

Course Goals: 1, 2, 3, 4, 5

During the class you will submit several integration activities (**1-3 typed pages**). Please note that this is the one area where I will be fussy about the due date. The activities get you into the material in a big way and are essential to your learning. I will be happy to read any late integration activities and give you feed-back, but they will not count toward your grade. Each activity is worth **50 points** toward your total grade.

- a. Comparative Analysis: Theology & therapy - Due Feb. 16
- b. Anatomy of Triangles - Due Feb. 23
- c. Comparative Analysis - Friedman/Guerin to Gottman and Stanley - Due Mar. 16
- d. Stepfamily Case Study - Due Apr. 27

3. Counseling Practice and Reflection Paper 300 Points

Course goals: 4,5

Practice. Your practice will take two forms (1) trying the technique out on yourself and (2) working with a volunteer practice couple. Recruit a "couple" of friends to let you try your hand at counseling them. They are free to role play. You will practice the Speaker-Listener Technique, Problem Discussion Technique, Caring Days, Couples Forgiveness Exercise and Counseling Genogram.

Reflection. Your reflection paper includes your thoughts on your application of the technique on yourself and your use of it in a counseling session. You will audio-tape each session. Sessions will probably last only 20 minutes in length. You will need to have your clients agree to let your audio-tape their session. After you are done, listen to your own work. Write a 2 page (**double-space and typed**) reflection paper based on your experience (both live and taped). Answer these questions:

- What was it like to use this technique? [areas of comfort, discomfort, skill development]
- What did I learn about myself as a counselor as I listened to the audio-tape? [things done well & areas of improvement].
- Overall evaluation of self and session.

Feedback. The each person in your couple will complete a feedback form.

Submit your reflection paper and the participants' feedback forms by:

Counseling Genogram - March 23

In addition to the reflection and feedback forms, you will turn in the **genogram skeleton** for **ONE** person only. That means that you do not have to do genograms on both partners, although you may want to do that. Your grade will be based on the completeness of the genogram and its overall presentation. Your reflection then focuses on what it was like to gather information in this way, and what guesses you can make about the family dynamics (see genogram assignment). [Note: If you are working for a "B" or "A" grade, you will turn in your individual genogram on **April 1.**]

Speaker-Listener Technique - March 30

Problem-Discussion Technique - April 13

Caring Days - April 20

Couples Forgiveness Exercise - May 11

4. Individual Genogram Analysis. Points 200

Due April 1, 1999

Course goals: 1, 2, 3, 4, 5

a. **Construct your Family Genogram Skeleton.** That is draw your "family tree" following the directions in the McGoldrick and Gerson book that is on reserve in the library. Your genogram needs to include three generations. Clearly identify yourself in the genogram as the index person. On the genogram be sure to include demographic information about family members, such as their name, date of birth and death (if applicable), age (inside circle or square), occupation, health status, level of education, and any other significant information, such as spiritual tradition, outstanding characteristic, or special relational problems (alcoholism, abuse, etc.) See examples in the McGoldrick and Gerson text and the Van Tatenhove article.

b. **Reflect on your family through the lens of triangles.** (Three page limit).

Identify 1 major triangle in your family. Discuss this triangle by using two principles or laws of triangles (Friedman & Guerin, et al.). Be sure you not only name the law or principle but also summarize what it means in one or two sentences. Then provide adequate narrative of how your triangle process exemplifies this law.

Then analyze this triangle in terms of structure, movement, process and function (Guerin, et al.).

- c. **Reflect on your family through the lens of the 10 Laws of Family Life (Friedman).** (Two page limit) Identify and describe the application of two of these laws in your family. Be sure you not only name the law but also summarize what it means in a sentence or two. Then provide an adequate narration of how your family exemplifies these laws.
- d. **Consider the theology of family relationships** (Pinnock, Worthington). Write one paragraph (200 words) indicating what biblical/theological values are reflected through your family's relationship patterns.
- e. **Reflection.** In one page or less evaluate what you have learned about yourself and your family that is new to you. OR in one 200-word paragraph discuss the impact of anxiety within YOU on YOUR relationships (see Guerin & Friedman).

Optional Activities for "A" range grade

Course goals: 4, 5

Each option is worth 200 points (you may only do ONE option). Options include individual research paper, 4-hour workshop, or analyze fictional family (Wingo). Due: May 17, 1999 by 5:00 p.m.

A. Individual Research Paper

Write a scholarly research paper on a topic of your choice related to marriage and family therapy. Please clear your topic with me by **March 2, 1998**. Please use APA (American Psychological Association) style. Follow the APA Publication Manual as your format guide for in-body citations and reference list, specifically. There is a copy of the 4th edition of the APA Publication Manual in the PM office and the BL Fisher library.

Please limit the text portion of your research paper to 10-12 double-spaced pages (excluding cover page and reference list). Current literature is defined as that written since 1985. Your paper should include at least 12 different references and should reflect use of scholarly journals in addition to books. **You may not use class texts or articles from the course packet in your paper.** A few references to "classic" studies are permitted. Check out the Research Paper Guide for more information on this project.

B. Four-Hour Workshop Format

Clear you topic with me by June 5. The rule of thumb for this workshop is that you need to make it detailed enough that I could put it on WITHOUT doing anything more. That means that you need to include copies of your overheads, thorough descriptions of any films or videos you intend to use, words for any music you are including, complete directions for games or activities, and a **text** copy of the "lectures" that you will present. You may NOT include resource materials from the required reading list.

Also include:

- Statement of purpose and the goals for your workshop.
- Time table or schedule for the four-hour event.
- List of resources which the workshop leader will need to have on hand (i.e., crayons, OPH, VCR, FBI, etc.)
- Annotated reading list for participants. Annotated means you tell them a little something about why they should read this book.
- Reference list. **USE APA FORMAT FOR THE REFERENCE LIST.**

Do not make this a summary of ONE or TWO books. Draw from a variety of books or journal articles. I am looking for **depth** of your research that will be reflected in the **text** of your talks. **Do** give yourself room to be creative.

C. Wingo Family Analysis

This assignment is based on an analysis of the Wingo family as presented in the book, "Prince of Tides" (Pat Conroy). You may supplement your reading by watching the movie "Prince of Tides." There is one violent scene in the film and some questionable language. The therapist, Susan Lowenstein, acts unethically as sexual relationships with current clients (or their family members) are FORBIDDEN in all professional ethics codes.

Include the following components.

a. **Construct the Wingo Family Genogram** as you would view the family from the perspective of the last chapter. Include at least four generations. Be sure to indicate names, ages, occupations, health concerns, and any other outstanding information about persons in this family. Make the genogram as thorough as possible.

b. **Ten Laws of Family Life** (two page limit)

Identify and describe the application of two laws of family life to the Wingo Family. Be sure that you not only name the law, but that you also say what this law means. Give one CLEAR example of the Wingo family enacting these laws.

c. **Triangles** (three page limit)

Identify one major triangle in the Wingo family. Identify two laws of triangles that describe this triangle. Remember to name the law, say what the law means, and give an example from the Wingo triangle.

In addition, analyze this triangle in terms of its structure, movement, process, and function. (Guerin, et al.).

d. **Analyze the marriage of Lila and Henry Wingo.** (one page)

Analyze this marriage by using John Gottman's material. Provide supporting evidence from book.

e. **Counseling strategy** (two page limit)

You are the counselor. Tom and Sallie Wingo come to see you about 3 months after Tom's return home from New York. Draw upon your knowledge of marriages and identify two goals for your counseling. Then discuss one strategy or technique you could use for each goal and why you would choose that goal and that strategy.

f. Discuss one **salient theological/biblical issue** that needs to be addressed in this family? (one page)

D. Attend KAMFT Spring conference (both days) and write report.

Attend the complete KAMFT conference. Write a 10 to 12 page paper that summarizes your learning.

Consider addressing the following:

- (1) Summarize the critical points in each session you attended (2 on Thursday and all day Friday)
- (2) Consider each session in light of your theological understandings.
- (3) Evaluate your overall experience. What was it like for you to interact with other marriage and family professionals? What have you gained (assuming you did) from attending the conference?

Registration forms for KAMFT will be distributed in class.

Class Calendar

Date	Read	Due for this unit	Focus of Class	Technique	Activities
Week 1 Feb. 8-12	Friedman Intro., Ch 1, 2; Guerin Ch 1, 2		Basic Systemic Concepts		Bingo, Lecture, <i>Gilbert Grape</i> , Peer Questioning
Week 2 Feb. 15-19	From your course packet Pinnock; Friedman Ch. 8, 9	Comparative analysis of theology & therapy (Feb. 16)	Theology of Relationships; two- choice dilemma; self-differentiation		Process theological comparative analysis; lecture on theology of relationships & two-choice dilemma; <i>Video – Friedman</i>
Week 3 & 4 Feb. 22-26 and Mar. 1-5	Guerin 3, 4, 5, 6, 7, 13; Friedman pg. 35- 39	Anatomy of Relationship Triangles (Feb. 23)	Becoming a Triangle Doctor		Process anatomy of triangles, In-class case studies, <i>Only the Lonely</i>
Week 5 Mar. 8-12	Van Tatenhove; Entin; Guerin 10; Friedman p. 31-34, 69-70 91- 9, Ch 12		Family-of-Origin Influences	Genogram, Due March 23 See McGoldrick & Gerson for directions	Lecture, Practice doing genograms, Genogram video
Week 6 & 7 Mar. 15-19 and 22-26	Gottman; Friedman pg. 78- 84 & 86-99; Guerin Ch. 8; Markman, Stanley, & Blumberg Part 1, Ch. 6, 14 & 15	Comparative Analysis - Friedman & Guerin to Gottman and Markman, Stanley & Blumberg (Mar. 16)	Marriage Counseling: Communication, Conflict & Coaching	Speaker- Listener, Due March 30	Process comparative analysis, Lecture, Fight. For Marriage Video 1, practice speaker/listener
Week 8 & 10 Mar. 29- Apr. 1 and Apr. 12-16	Guerin Ch. 9; Markman, Stanley, & Blumberg Part 3 & Ch. 7-9; Review Ch. 4, 6	Individual Genogram due on April 1 for grades A & B.	Marriage Counseling: Problem Solution, Hidden Issues, & Commitment	Problem- Discussion, Due April 13 ; Caring Days Due Apr. 20	Problem solution, hidden issues, building commitment (caring days), intake video demo.
Week 11 & 12 Apr. 19-23 and 26-29	Guerin, p. 216- 221; Whiteside; Bray, 1993a, 1993b, 1993c; Bray, 1994; Coale, Walsh, Whiteman	Stepfamily Case Study (Apr. 27)	Divorce & Stepfamilies		Lecture on Divorce & work on divorce counseling (Week 11) Remarriage, Process case study, <i>See You in the Morning</i> (Week 12)
Week 13 May 3-7	Holeman; McCullough; Markman, Stanley, & Blumberg, Ch. 10		Forgiveness	Couples Forgiveness, Due May 11	Lecture on Forgiveness; Couples Forgiveness Exercise; <i>Video: DiBlasio</i>
Week 14 May 10-14	Parrott & Parrott; articles from handout packet	Final projects for “A” grades due on May 17 by 5 p.m.	Pre-marital counseling		

Practice Counseling Feedback Form

Name of technique _____

Name of counselor _____

1. Overall, how well did the counselor introduce the technique?

Not well

Very Well

1

2

3

4

2. How clear were the instructions for the technique?

Not well

Very Well

1

2

3

4

3. How well did the counselor do at closing the exercise?

Not well

Very Well

1

2

3

4

4. What were the counselor's strengths?

5. What suggestions would you have for the next time?

6. What did you gain from this experience?

Make as many copies of this form as you need for class.

Practice Counseling Guidelines

Following these helpful guidelines as you practice the new counseling techniques.

1. Let your practice couple know that you are practicing AND that they can stop participating at any time.
2. Keep your focus on learning a skill, NOT analyzing your friends. You will ask them for feedback on how they experienced the technique and your instructions.
3. Audio tape your practice sessions WITH YOUR PRACTICE COUPLE'S PERMISSION. As you listen to your own voice, you will learn much about yourself and your delivery of new skills.
4. Have fun.
5. Remind your "practice couple" to talk about safe things with you. You want to protect them (and you) from getting in over their heads. Also, ask them to stick with "realistic" topics for them. In other words, they shouldn't give you the HARDEST thing they can imagine.

Writing a Scholarly Research Paper

This may be “old hat” for some. My experience suggests that standards for research papers vary. Here are the standards by which I will be evaluating your paper.

1. Begin your paper with an introduction, which states the purpose of your paper, and describes the major sections of your paper in a nutshell. (i.e., tell me what you are writing about)
2. Conclude your paper with a “conclusion” which restates the purpose of your paper and describes the point of the major sections of your paper (i.e., tell me what you wrote about).
3. Using of citations:
 - a. Every citation in the body of a paper must be found in the reference list at the end of your paper.
 - b. See American Psychological Publication Manual for style of citation.
 - c. Most in-body citations require only author and year.
 - d. Use quotes sparingly. Here is where you add page number.
 - e. The American Psychological Publication Manual, 4th edition has guidelines for electronic references (i.e., stuff from the web).
 - f. All references at the end of your paper must correspond to a citation in the body of the paper.

4. Use multiple levels of headings. Such as,

MAIN POINT

Main Division Under this Point

First point under this division. Here you complete the paragraphs.

5. Use paragraphs. A reader can follow you line of reasoning if your paragraphs are 4-6 sentences in length.
6. References
 - a. Reference list at the end of the paper denotes everything you read which you **also** cited in the body. Every reference should have companion citation in the body of your paper.
 - b. You **MUST** have 12 references for full credit.
 - c. **DO NOT** make you paper an expanded, serial book report! Integrate texts and journals.
 - d. **JOURNALS** should comprise the bulk of your references!!!! “Ladies Home Journal”, “Parents”, “Psychology Today,” “Newsweek” and the like are magazines. If you use them, they are **IN ADDITION** to your 15 scholarly references.
 - e. Some Examples of Journals:
 - Journal of Marriage and the Family
 - Journal of Marital and Family Therapy
 - Journal of Divorce and Remarriage
 - Family Process
 - Journal of Consulting and Clinical Psychology
 - Journal of Social Psychology
 - American Journal of Orthopsychiatry
 - American Psychologist
 - Journal of Clinical Psychology
 - Psychological Reports
 - Journal of Psychology and Theology
 - Journal of Christianity and Psychology

Grading Criteria for Individual Genogram Paper

Name _____

This rating scale indicates the relative strengths or weaknesses of your work. Final grade is NOT computed by adding ratings.

Criteria	Poor			Excellent	
1. Student constructed the demographic genogram accurately.	1	2	3	4	5
2. Student identified a key triangle in family.	1	2	3	4	5
3. Student demonstrated UNDERSTANDING of theory triangles.	1	2	3	4	5
4. Student demonstrated APPLICATION of theory of triangles	1	2	3	4	5
5. Student demonstrated UNDERSTANDING of laws of family life.	1	2	3	4	5
6. Student demonstrated APPLICATION of laws of family life	1	2	3	4	5
7. Student identified theological “touchpoint” and provided adequate discussion.	1	2	3	4	5
8. Paper was well written.	1	2	3	4	5
9. Paper used headings to divide major sections and indicate transitions in subsections (see APA guidelines).	1	2	3	4	5